



ICT Strategic Plan 2012 - 2014

Introduction

This plan should be read in conjunction with the College's current "ICT Strategic Directions" (August 2012)

Objective

"to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world."

The main objective of this plan is to help make Information and Communications Technologies (ICT) integral to learning by ensuring that our students have access to opportunities that engage and retain their interest in learning, providing them with the skills to enhance their learning at school and to become lifelong learners.

Vision

It is envisioned that at MacKillop College we will have :

- a flexible learning environment for ICT
- teaching and learning with makes increasing and more effective use of ICT
- students and teachers who are highly competent and creative users of ICT who embrace new and emerging technologies.

Context

The pace of change and the continual introduction of innovative technologies is an important consideration in the implementation of a successful learning and teaching. This policy supports the idea that it is essential to provide our students with the skills they need to best use ICT at school as well as to support them as lifelong learners. This policy reflects the belief that students need exposure to a wide range of teaching and learning styles, a wide range of tools as well as the best and most up to date technologies that the College can provide. Above all they need to be taught to be adaptable and

flexible learners and how best to use ICT tools. Thus the College aims to provide diverse experiences at school, based on the assumption that much of the software and hardware that our students will be using in the future has not yet been invented and that there will be careers in the future that will make extensive use of ICT tools that have yet been created.

	Specific Goals	Key Activities	Resources and Specific Activities	Indicators of success	Target Dates	Cost (time or \$)
Teacher Focus	Short term “to enable learning”	Frequent and Ongoing Professional Learning • End Term 4, 2012 iPad use demonstration by each KLA • in 2013 at all staff meetings	Sharing / demonstrations at staff meetings: • How to create and use a wiki • Use of blogs in classroom • Staff complete “ICT Competencies Booklet” • Subject Coordinators Forum	<ul style="list-style-type: none"> Each teacher has an online presence (wiki, blog) increased use of email as communication tool reduced number of help desk tickets Substitution and Augmentation¹: teachers begin to move beyond the use of technology as a substitute for traditional tools (eg. putting materials on a wiki, rather than paper handouts) 	Mid-2013	
	Long term “to further enable learning”	Ongoing professional learning	<ul style="list-style-type: none"> Sharing at staff meetings Mentor programs (ICT proficient teacher with teacher working towards proficiency) Develop incentives for teachers to undergo professional learning in ICT National Curriculum: specific ICT outcomes in new curricula targeted at staff and KLA meetings 	<ul style="list-style-type: none"> Differentiated learning in most classrooms Teachers adopt new strategies in classroom and not just substitute an existing tool with an ICT tool Teachers spending more “one on one” time with students where required Modification and Redefinition: teachers begin to modify the learning tasks given to students by 2014 a noticeable use of 	By 2013 some evidence of changed teaching practices	Staff meetings

					differentiated learning (marked reduction in transmission style teaching)		
Student Focus	Short term “to enable learning”	Identify ICT objectives in current programs and adapt / add as needed	<ul style="list-style-type: none"> Students make presentations (Keynote, Powerpoint) rather than printing them for the teacher to mark Teachers accept and mark student work in digital format LATS in Year 7, 2013: focus on developing consistent set of skills and knowledge LATS in Year 7 and 8 	<ul style="list-style-type: none"> Increased engagement of students in their learning. Teachers begin to use / reinforce knowledge and skills from LATS; Increased use of wikis and blogs 	2013		
	Long term “to further enable learning”			<ul style="list-style-type: none"> Increased use of problem solving and collaborative activities in classes using Google Docs and other Web 2.0 technologies use of higher order skills (Synthesis and Evaluation in Bloom's Taxonomy) 	2014		
Admin focus	Short term		<ul style="list-style-type: none"> SAS, IRIS, VOIP Work Health and Safety training online Electronic roll marking Forms, policies, notes etc uploaded to Notes Wiki 	<ul style="list-style-type: none"> Improving the day to day workflow in the school office 	2013		
	Long term	Reduced / improved workflow	Replacement for Alice (Library cataloguing software)		2014	CEO to fund?	
Physical focus Infrastructure and support	Short term	1:1 iPad in Years 9-12			2013		\$105,000 DER

Physical focus Infrastructure and support	Recognition of boarding campus as integral to the academic life of the school with necessary facilities	ICT facilities allow boarding students move seamlessly from one campus to another	2013	
	Increase bandwidth to 50Mb to support increase in devices	Liaise with CEO	End of 2012	CEO IT Levy
	Implement VLANs and 802.1x	Liaise with CEO IT team and external contractor(s) (need to do a site survey)	Early in 2013	\$10,000 DER
	Consolidate existing IT eg Maclabs	Reduce Maclabs to 5 trolleys	End of 2012	Nil
	Long term	Funding of Level 1 Apprentice / Traineeship	2014	School Levy
		Develop an iOS app for parent use	2014	
		Move to a BYOD model	2015	

Footnote 1: Concept adapted from Dr Ruben Puentedura, “SAMR - Substitution, Augmentation; Modification, Redefinition” see hippasus.com (and should also be viewed in the context of Bloom’s Taxonomy) for more go to iTunesU: <https://itunes.apple.com/au/itunes-u/as-we-may-teach-educational/id380294705>